empowerment of women in all spheres. The Policy has been widely disseminated and is also hosted on the website of the Department of Women & Child Development.

Central Universities status to Sampurnanand Sanskrit University

†3289. SHRI KALRAJ MISHRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government propose to accord Central University status to Sampurnanand Sanskrit University engaged in the development of Sanskrit language; and

(b) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) No, Sir.

(b) Does not arise.

Suspension of recognition of l.l.Ts.

†3290. SHRI KALRAJ MISHRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government have suspended the recognition granted to the I.I.T. at Kashi Hindu Vishwavidyalaya alongwith the l.l.Ts. of other five institutions; and

(b) if so, the reasons therefore?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) and (b) There is no I.I.T. at Kashi Hindu Vishwavidyalaya nor was it ever recognized as an I.I.T. The Government have not suspended the recognition of any of the existing seven NTs at Delhi, Mumbai, Chennai, Kanpur, Kharagpur, Roorkee & Guwahati.

Macaulay education system

†3291. SHRI ISAM SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

---

†Original notice of the question was received in Hindi.

(a) whether the structure of Macaulay Education System was based on inequality;

(b) if so, the structure of education system in the present situation; and

(c) Government's action plan to bring uniformity in the Indian education system?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) to (c) The structure of the education system in pre-independence India instituted on the linessuggested by Macaulay was geared basically to provide manpower support, particularly at the lower levels, for the British Raj to carry out its administrative functions. The National Policy on Education formulated in 1968, marked a significant step in the history of education in the post-Independence India. Subsequently, the National Policy on Education (NPE), 1986 was adopted, which was further modified in 1992, keeping in view the developments and expansion of educational facilities, as also need and the aspirations of the country. The NPE and its Programme of Action, 1992 provides a comprehensive framework that guides the development of education in its entirety in the country.

The extent National Policy on Education (NPE) implies that, up to a given level, all students irrespective of caste, creed, location or sex have access to education of a comparable quality. It includes a common educational structure, a national curriculum framework and minimum levels of learning for each stage of education. The NPE also envisages separate and special provisions for the education of disadvantaged sections of the society, and several schemes were launched by way of central interventions for meeting the needs of the educationally backward classes.

With the passing of the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in the 6—14 year age group is now a Fundamental Right under Article—21-Aof the Constitution. The enabling legislation to enforce the Right, when enacted, would provide the supporting statutory mechanism for universalisation of elementary education.

The National Policy on Education, while encouraging non-governmental and voluntary efforts including social activist groups in the field of education, calls for steps to prevent commercialization of education. Several Central

schemes encourage the participation of NGOs/VAs to supplement governmental efforts.

The National Council of Educational Research & Training (NCERT) has recently initiated the review of National Curriculum Framework for School Education (NCFSE), which has become due for review. The University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE), have been set up as statutory bodies to ensure proper maintenance of norms and standards in Higher Education, Technical and Management Education and Teacher Education, respectively.

The Government has reconstituted the Central Advisory Board of Education (CABE) and, seven CABE Committees have been set up on the subjects of (i) Free and Compulsory Education Bill and other issues related to Elementary Education; (ii) Girls Education and the Common School System; (iii) Universalisation of Secondary Education; (iv) Autonomy of Higher Education Institutions; (v) Integration of Culture Education in the School Curriculum; (vi) Regulatory Mechanism for the Text Books and parallel text taught in schools outside the Government System; and (vii) Financing of Higher and Technical Education.

'Infant Maternal Mortality Rate

3292. SHRI MATILAL SARKAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the infant and maternal mortality rate in the world including India and China as per the latest report;

(b) the percentage of under-nourished children in the world including India and China;

(c) what is the improvement in IMR, MMR and percentage of Under-nourished children in the country after introduction of mid-day-meal schemes with specific data; and

(d) Government's plan to attain optimum improvement in the matters?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI KANTI SINGH): (a) As per the state of the world's children 2005 an yearly report of UNICEF the infant mortality rate